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ABSTRACT

This is a report of the testing results of the 1982-83 Chapter 1 program in the Phoenix Union High School District, Arizona. The average Normal Curve Equivalent (NCE) gains in the District's Chapter 1 Programs showed the students gained more knowledge in each subject than similar students across the nation. However, in some subjects the students this year did not do as well as students last year. The NCE gains in English/writing were lower this year than gains last year. Reading and mathematics NCE gains showed an increase over last year's gains. The average monthly NCE gains in the Continuing Education Center's Chapter 1 Programs showed the students gained more knowledge in all subjects--reading, English/writing, mathematics, and social studies--than similar students across the nation. NCE gains in reading, English/writing, and mathematics were higher this year than last year. Last year's NCE gains in social studies are not available. The average student gained more than 1 month's knowledge for each month in class in all subjects. The Chapter 1 Programs in the private schools showed the students gained more knowledge in each subject than similar students across the nation. (PN)

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PHOENIX UNION HIGH SCHOOL DISTRICT #210

ECIA CHAPTER 1 PROGRAM

1982-83

EVALUATION REPORT

REPORT NO. 11:06:82/83:108
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ECIA Chapter 1 Program 1982-1983

Introduction

This is a report of the testing results of the 1982-83 Chapter 1 program in Phoenix Union High School District (PUHSD). The Chapter 1 program is funded by the Education Consolidation and Improvement Act (ECIA) enacted by Congress in 1982. Chapter 1 provides funds for supplementary education programs for educationally disadvantaged students living in communities with a high percentage of low-income families.

Chapter 1 School Selection

A school becomes a Chapter 1 school if there is a high percentage of low-income families attending that school. Families with students receiving financial aid from the District through free lunches or reduced price lunches were identified as low-income families. Table 1 details information on the number of students attending the District's schools and the number of low-income families for each school.

Chapter 1 schools were the schools with an above-average number of low-income families. The District average of low-income families was 21.7%. The schools which had a higher average and became the Chapter 1 schools were Central, Carl Hayden, South Mountain and West High Schools.

Table 1
Low-Income Families
Living in District

School	Attending	Low-income Families	Percent Low-Income
South Mountain	2,009	879	43.8%
Carl Hayden	1,974	772	39.1%
West/PVAC	1,186	418	35.2%
Central	3,268	1,090	33.4%
District	19,444	4,336	21.7%
Maryvale	2,897	459	15.8%
Alhambra	2,839	254	8.9%
Trevor Browne	2,250	199	8.8%
Camelback	3,021	265	8.8%

Students attending private schools can also benefit from Chapter 1 instruction. The students that are eligible must live in the attendance areas of a Chapter 1 school and be educationally deprived. Also, the private schools that the students attend must accept the Chapter 1 program. Two schools that had Chapter 1 programs were Gerard Catholic and St. Mary's high schools.

A Chapter 1 school for potential dropouts from the Chapter 1 schools was also implemented by the District. Continuing Education Center (CEC) has Chapter 1 sponsored programs for reading, English/writing and mathematics for those students who dropped out or are potential dropouts. CEC also has a District funded social studies program.

Educational Needs

The final step in determining the Chapter 1 schools is to show that the students have an educational need for the Chapter 1 services. Table 2 gives the percent of ninth grade students who were below the ninth grade in reading, mathematics or language skills. An average ninth grade would have 50% of the students below the ninth grade level in skills. More than 50% of the ninth grade students in the Chapter 1 schools are below the ninth grade in all three subjects.

Table 2
Percent of Ninth Grade Students
Below Ninth Grade Level At
Chapter 1 Schools

Subject	Percent
Reading	61%
Language	58%
Mathematics	56%

Needs Assessment Survey

Parents, students, and staff were given input to the Chapter 1 project through a survey. A random sample of parents and students were surveyed at each Chapter 1 school. The survey was distributed to all staff members. The results of the survey indicated that reading should receive top priority as the most important skill to be taught. Second priority was English/writing followed by mathematics.

CHAPTER 1 PROGRAM

Normal Curve Equivalent Scores (NCEs)

The evaluation of the Program used a Chapter 1 Model A1 to report the results. The report used Normal Curve Equivalent (NCE) scores to evaluate the progress of the students. An NCE score shows the relationship of a student's score to the scores of a national sample of a group of students who took the test in the same grade at the same time of the year. For example, an NCE score of 50 indicates a student's score is in the middle of the group. An NCE score of 25 indicates a student's score is halfway between the middle and bottom of the group.

Evaluation of the program is done by using the NCE scores from a test given at the beginning of the year and one given at the end of the year. If the students' NCE scores have not changed from the beginning of the year to the end of the year they have gained as much knowledge as the national sample of students at the same level. This national sample of students was considered to be an average group of students.

For example, a group of Chapter 1 students who scored 25 at the start of the year and 25 at the end of the year have gained as much knowledge as the national sample of students who were at the same level. The gain score in this example is zero. A gain score of zero means that the Chapter 1 students have progressed as much as the national sample of students. An NCE gain of more than zero indicates that the Chapter 1 students gained more knowledge than the national sample of students.

Any NCE gain greater than zero is considered to be an indicator of a good program which provided for greater than average student progress.

California Achievement Test (CAT)

Three scores of the California Achievement Test (CAT) were used to evaluate the program. The Total Reading score was used to evaluate the reading program. The English/writing program was evaluted using the Total Language score and mathematics was evaluated using the Total Mathematics score. The CAT was given in September 1982 and May 1983.

Table 3 shows the count of students served by the Chapter 1 program. The total number of students in one or more Chapter 1 classes was 960 students.

Table 3

Count of Chapter 1 Students by School

School	Count	Reading	Language	Mathematics
Public Schools				
Central	242	118	132	154
Carl Hayden	175	74	150	97
South Mountain	171	82	89	85
West	142	67	72	100
Continuing Education Center	182	119	138	119
Private High Schools				
St. Mary's	39	29*	28*	18
Gerard	9	6	7	
Total	960	495	616	573

*St. Mary's had a Communications goal that combined reading and language goals.

The District Reading Program

The results of the Chapter 1 reading program are based on 43% of the students who took both the pre-test and the post-test. There were 341 students enrolled in Chapter 1 and 148 of them took both tests.

Table 4
Chapter 1 Reading Program

	Ninth Grade					Tenth Grade			
School	N	Pre	Post	Gain	School	N	Pre	Post	Gain
Central	15	12	16	4					
Hayden	35	19	25	6					
South	52	23	29	6					
West	46	23	25	2	West	1	19	21	2

The results of the Chapter 1 English/writing program are based on 41% of the students who took both the pre-test and the post-test. There were 443 students enrolled in Chapter 1 and 181 of them took both tests.

The English/Writing Program

Table 5
Chapter 1 English/Writing Program

	Ninth Grade					Tenth Grade			
School	N	Pre	Post	Gain	School	N	Pre	Post	Gain
Central	28	30	32	2					
Hayden	47	31	36	5					
South	59	32	35	3					
West	52	35	42	7	West	1	27	29	2

The Mathematics Program

The result of the Chapter 1 Mathematics program are based on 43% of the students who took both the pre-test and the post-test. There were 436 students enrolled in Chapter 1 and 186 of them took both tests.

Table 6
Chapter 1 Mathematics Program

	Ninth Grade					Tenth Grade			
School	N	Pre	Post	Gain	School	N	Pre	Post	Gain
Central	56	31	35	4	Central	8	39	41	8
Hayden	48	23	28	5					
South	41	26	30	4					
West	36	28	35	7	West	1	3	14	11

Private Schools

Two private high schools qualify and participate in the Chapter 1 Program. Gerard Catholic and St. Mary's high schools scores are reported as follows in Table 7.

Table 7
Chapter 1 Programs
Private Schools

School	Reading N	Reading Pre	Reading Post	Reading Gain	English/writing N	English/writing Pre	English/writing Post	English/writing Gain	Mathematics N	Mathematics Pre	Mathematics Post	Mathematics Gain
St. Mary's	24	41	48	7	28	46	59	13	7	38	45	7
Gerard	6	26	37	11	7	38	44	6				

St. Mary's High School had a Communication Arts program which was a combination of reading and English/writing. The program was evaluated with the Total Reading and Total Language tests as the other Chapter 1 programs. St. Mary's scores are reported with Gerard's test scores. The results of the Chapter 1 reading program in the private school are based on 86% of the students who took both the pre-test and the post-test. There we 35 students enrolled in Chapter 1 and 30 of them took both tests.

The results of the Chapter 1 English/writing program in the private schools are based on 100% of the students who took the pre-test and the post-test. There were 35 students enrolled in Chapter 1 and 35 of them took both tests.

The results of the Chapter 1 mathematics program in the private schools are based on 39% of the students who took the pre-test and the post-test. There were 18 students enrolled in Chapter 1 and 7 of them took both tests.

Continuing Education Center

CEC enrolls students who are potential dropouts and who attend a Chapter 1 school. CEC provides three Chapter 1 programs for their students: reading, English/writing, and mathematics. Table 8 shows average monthly NCE gains made by CEC students. CEC students have a District funded social studies program also reported in Table 8.

Table 8
CEC Programs
NCEs Gains per Month

Program	Ninth N	Ninth Gain	Tenth N	Tenth Gain	Eleventh N	Eleventh Gain	Twelfth N	Twelfth Gain	Percent Tested
Reading	33	1.2	39	2.5	29	1.3	18	2.7	65%
Language	39	2.6	45	2.9	34	3.5	20	2.5	76%
Mathematics	33	2.7	43	2.6	27	3.9	16	2.4	65%
Social Studies	25	1.3	47	0.9	25	0.4	18	0.5	100%

Comparison of Gains With Previous Years' Gains

Table 9 graphs the gains made in reading, English/writing, and mathematics programs for the last five years.

Table 9
Program Gains for the Years 1979 Through 1983

Phoenix Union Chapter 1 High Schools

Program	Year	-3 -2 -1 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14
Reading	1978-79	*********
	1979-80	******
	1980-81	***************
	1981-82	************
	1982-83	************
Language	1978-79	******
	1979-80	************
	1980-81	**************
	1981-82	**********************
	1982-83	************
Mathematics	1978-79	***
	1979-80	***************
	1980-81	**********************
	1981-82	********************
	1982-83	***************

Private High Schools

Program	Year	-3 -2 -1 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14
Reading	*1978-79	*********
	1979-80	***************
	1980-81	************
	1981-82	*****************************
	1982-83	*****************************
Language	*1978-79	***
	*1979-80	*********
	1980-81	***************
	1981-82	**
	1982-83	**********************************
Mathematics	*1978-79	************************
	1979-80	**************************
	1980-81	************
	1981-82	**
	1982-83	**********************

* Only St. Mary's High School had a program.

Table 9 Continued
Program Gains for the Years 1979 Through 1983

Continuing Education Center

Program	Year	-3 -2 -1 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14
Reading	1979-80	**********
	1980-81	******
	*1981-82	===
	*1982-83	======
Language	1979-80	**********
	1980-81	**********
	*1981-82	=====
	*1982-83	=========
Mathematics	1979-80	**********
	1980-81	**********
	*1981-82	=======
	*1982-83	=========
Social Studies	*1982-83	===

* Month per month gain

SUMMARY

The average NCE gains in the District's Chapter 1 Programs showed the students gained more knowledge in each subject than similar students across the nation. However, in some subjects the students this year did not do as well as students last year. The NCE gains in English/writing were lower this year than gains last year. Reading and mathematics NCE gains showed an increase over last year's gains.

The average monthly NCE gains in CEC's Chapter 1 Programs showed the students gained more knowledge in all subjects, reading, English/writing, mathematics, and social studies, than similar students across the nation. NCE gains in reading, English/writing and mathematics were higher this year than last year. Last year's NCE gains in social studies is not available. The average student gained more than one month's knowledge for each month in class in all subjects.

The Chapter 1 Programs in the private schools showed the students gained more knowledge in each subject than similar students across the nation.